



Good e-Guidance Stories



Modernising Career Guidance. **Together.**

Guidelines for using Digital Case Studies



Co-funded by the
Erasmus+ Programme
of the European Union

The European Support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Work Package 1

Project Title: Good e-Guidance Stories (GEGS)

Agreement No: 626152-EPP-1-2020-2-DE-EPPKS-PI-POLICY

Deliverable: 1.4 Guidelines for using digital case studies

Lead Partner: Rinova, UK
Deputy-Lead: Eurocircle, FR

Authors: Rinova, Eurocircle

Document Type: Curriculum Framework

Distribution: Confidential, only for members of the Consortium (including the EACEA, Commission Services and Project Reviewers)

Status: Final

Abstract

The GEGS Guidelines for using digital case studies (“Guidelines”) provide practical tips for IAG Practitioners, IAG Managers and Learning Facilitators/Trainers. The Guidelines are especially for those involved in the GEGS Digital Leadership Group, and subsequently, those who want to use ‘peer-led practice’ digital case studies for individual, group or classroom-based peer-learning to support continuing professional development, especially within a blended learning environment.

Forward

The Guidelines are produced specifically within the context of the GEGS project, which responds to an EU-wide call to implement ambitious measures to form and make the most of new ways of working and capabilities offered by digital technologies, especially in the transformation of VET (Vocational Education and Training) and IAG (Information, Advice and Guidance) into a blended environment of traditional IAG and virtual e-service.

The GEGS WP1 Work Package through which these Guidelines were produced, responds to the trend towards a more integrated lifelong learning IAG service, the emphasis on user centred approaches, and greater networking possibilities provided by digital technologies, including greater cooperation between organisations in producing and exchanging information; peers accessing and producing a flexible ecosystem for career learning and career development support, and advocating the benefits and added value of distance and e-learning methods. In summary,

- IAG Senior Managers need to expand and consolidate their digital competences
- Good guidance practice needs to adopt a more e-service approach, and
- Competency development in IAG practice requires a more digitally enhanced learning environment.

The Guidelines form part of the GEGS Work Package One (WP1). The development and implementation of WP1 is based on the lived experience of the gaps in digital/ICT and practice competences found at an individual and organisational level and is a response to evidence of the critical leadership role of management in achieving the success of IAG service transformation.

With a distinct focus on e-service development, the four new case studies developed by the GEGS Digital Leadership Group address the Cedefop Professionalising Career Guidance Competences of;

- Practitioner Skills and Values Foundation Competence of Information and Computer Technologies.
- Systems and Networks Supporting Competence of Engage in Research and Evaluation.
- Systems and Networks Supporting Competence of Manage Opportunity Information Services.
- Working with Clients Competence of Make Referrals and Provide Advocacy.

The Guidelines describe the methodology for case study development and provides practical tips for those who want to use digital case studies based on peer-led learning and continuing professional development purposes at an individual level, within a group or classroom environment. Specifically, the Guidelines are useful for those undergoing VET/IAG service transformation, particularly to embrace digital technologies. Therefore, the digital case studies produced are suited to an online learning and blended learning environment.

When using the digital case studies, it is important to understand the power of storytelling and how telling stories within a learning environment can provide a stimulating, thought-provoking scenario learning and problem solving, for example. Before the Learning Facilitator uses the GeGS digital case study it is advised that time is taken to learn more about how storytelling affects the brain so that this understanding can be applied to using the digital case study in a blended learning environment.

Suggestions for further reading:

<https://colinjamesmethod.com/why-is-storytelling-so-powerful-business-leaders-take-note/>

<https://www.tonyrobbins.com/career-business/the-power-of-story-peter-guber/>

<https://www.forbes.com/sites/rodgerdeanduncan/2014/01/04/tap-the-power-of-storytelling/>

Coupled with the power of storytelling, using technology to transform learning through digital peer-led case studies provides the opportunity for anyone to learn and at any time. The GeGS Moodle e-learning environment and the Moodle Digital Case Study Repository provides not only a blended learning resource, but the repository also provides the Learning Facilitator with an opportunity to 'pick and mix' the most appropriate digital case studies and blended them together to meet the needs of diverse learning cohorts.

Contents

1. The Power of Storytelling
2. Who the Guidance is for?
3. Using the digital case studies
4. Resources
5. Contacts
6. Annexes

1. The Power of Storytelling

It is widely reported that stories help us feel a greater sense of connection to one-another. When you listen to a story, your brain waves actually start to synchronize with those of the storyteller. And, reading a story narrative activates the brain regions involved in deciphering or imagining a person's motives and perspective, research has found.

Suggestions for further reading:

<https://www.worldfulofbliss.com/post/the-neuroscience-of-story-how-stories-change-our-brains>

The digital case studies can be used for individual and organisational development purposes:

- Engages managers and practitioners in a collaborative approach to research and reflective discussions
- Facilitates their creative problem-solving that takes into consideration various perspectives
- Allows an inclusive process that helps develop realistic solutions to complex problems

2. Who the Good Guidance Stories are for?

- The digital case study stories have been designed by and for IAG Managers and Practitioners and Learning Facilitators.

3. Using the digital case studies

The digital case studies should be used to create engaging learning experiences, increase learner participation, and meet learning objectives in a creative and imaginative way.

a. How to use digital case studies

Use the case study as part of an **in-person** learning experience

- Develop a good understanding of the Cedefop and DigiComp competences that are associated with the digital case study as these will help set the wider context for learning.
- Consider the format, length, depth and complexity of the digital case study so that you can advise that learners view and/or experience the case study ahead of the in-person session, so that they come with some insight into the story.
- Explore how the case study (PDF) and the digital case study can be used together to enrich the learning experience and ensure that all learning needs are taken into consideration.
- Create a session plan/workshop plan with clear learning objectives, includes resources and facilities needed to facilitate guided interactive learning exercises, and ample time for discussion and reflection.

Use the case study as an **online learning** experience

- As with an in-person learning experience, develop a good understanding of the Cedefop and DigiComp competences associated with the digital case study.
- Ensure that the technical resources that you and learners have access to are capable of enabling/facilitating a good digital learning experience.
- Consider what pre-workshop learning/reading has to take place and ensure that learners are informed of the requirement to undertake activities before they attend the workshop/online event.
- In the development of the workshop/learning experience consider how the online learning experience can bring extra depth to the theme of the digital case study and/or the format of the digital case study.
- Explore how the digital case study and the online learning environment can nurture online learner collaborations, and how this can be blended with traditional in-person learning.

Use the case study to **encourage independent learning**

- As with online learning, develop a good understanding of both the Cedefop and DigiComp competences associated with the digital case study.
- Explore how the digital case studies can be used to create a bespoke learning experience for individual learners through which their individual learning goals can be achieved through unprecedented flexibility in terms of self-paced and self-directed learning.
- In the development of the independent learning experience, provide learners with a learning environment and access to tools that help develop and strengthen skills for learning such as time management, making notes, reflecting on their learning experience and charting the attainment of their learning goals, and how learning is being applied in the workplace.

GeGS Moodle e-learning environment

The Moodle web-based e-learning environment has been coproduced and features peer-led learning materials and resources suited for the continuing professional development of IAG Managers and Practitioners. It has been designed to be used flexibly by the staff team within one organisation (skills-based organisational development approach) through to a developing skills-based approaches to developing digitalized networks and collaborations, for example.

The GeGS Moodle e-learning environment provides the Learning Facilitator with a learning resource comprising four modules:

- **Module 0** Information, Advice and Guidance, and Coproduction: provides the foundation for individuals or groups of learners to develop an insight into the benefits of coproduction through communities of practice and action learning sets.
- **Module 1** Discover the potential benefits of digital IAG transformation: focuses on the need to consider 'the business case' for going digital.
- **Module 2** The impact of digitization on relationships, collaboration, communication, and work culture: focuses on how the digital transformation process requires a change management approach, along with good leadership.

- **Module 3** Digital Storytelling: provides an insight into the vast array of digital tools and technologies that can be used to support the digital process, especially in terms of learning, improving levels of access and engagement, and collaborative interactions with learners and diverse service user groups.

For the **Learning Facilitator**, the GeGS Moodle e-learning environment provides an opportunity for on-going personal development, especially in terms of developing digital competence and confidence, and the expansion of direct skills in designing learning that embraces digital learning, technologies, and in-person learning. It provides an adaptive e-learning approach that responds to the learner's learning style, and ultimately brings about many benefits for both the facilitator of learning and the learner. It is widely reported that e-learning provides the following benefits:

- Increased inclusivity
- Improved accessibility
- Community and relationship building
- Improved technical skills
- Greater flexibility

Example 1: Induction and Introduction

Given that coproduction is a relatively new term and application of coproduction is not fully appreciated, (the partner) chose to use Module 0 as a means to introduce the coproduction concept as part of the learner induction and introduction to the learning programme. Further, a 'virtual tour' of the Modules 1-3 provided the learners with an overview of and insight into the content of the three modules. Based on this approach, the learners were encouraged to think about their own individual learning goals and were supported in composing the learning objectives for the group of learners. Based on the outcome of their learning needs analysis (LNA), the group was able to identify the areas of development where there was a common need or interest, resulting in their creating a bespoke programme for the group. Individual learners were able to devise an additional self-directed learning programme, primarily based on online learning. The introduction to the GeGS Community of Practice (as part of their induction/Module 0) provided an on-going opportunity for each learner to share their experiences with others from across Europe, as well as their own local group, and provided an opportunity for exchanging ideas and information.

Example 2: Case Study Workflow

Given the ongoing Covid-19 restrictions, the e-learning environment was used as a flexible resource for learning interactions with groups that had been given an induction on how to use Moodle and who were familiar with using a platform such as Zoom. The Learning Facilitator created an interactive learning programme, as follows:

- **Moodle session:** to introduce the case study as a learning tool/concept and provided access to wide-ranging learning resources and activities that introduced concept/theory associated with the theme of the case study and/or were related to the Cedefop/DigiComp competences.
- **Moodle activity:** provision of online self-assessment and quizzes to establish the level of understanding by individual and group.

- **Zoom:** question and answer session to explore the case study concept and theory, the theme of the case study and the competences being addressed.
- **Moodle/Zoom:** division of the learner group into smaller groups so that they could further explore the case study story theme, gain experience in using the discussion forum for furthering the questions and answers (live interactive sessions).
- **Zoom:** learner groups were invited to give a presentation based on what had been derived from the case study, present their findings/solutions/opportunities or challenges set out in the case study.
- **Zoom:** each learner group was invited to reflect on the presentations of the individual groups and were encouraged to provide feedback.

Overall, the GeGS Moodle e-learning environment enables the following:

- **Content Management:** the GeGS case study/digital case study takes 'centre stage' for learning in Modules 1- 3. Each Module can be used as a blended learning resource as it provides access to wide-ranging activities, self-assessment, quizzes, opportunities for reflection (for learners) and those with authority (named learning facilitators/teachers) can create content.
- **Curriculum Mapping and Planning:** Module 0 through to Module 3 provides the Learning Facilitator the option for creating a bespoke and personalised learning experience for individual learners and groups of learners.
- **Communication and Collaboration:** each Module provides an opportunity for Learning Facilitators and Learners to communicate and collaborate with links to the community of practice.

The GeGS Moodle Repository provides a digital resource collection of 19 competence based digital and PDF case studies that have been created to integrate the Cedefop Professionalising Career Guidance and the DigiComp competences. Each case study is customised to the real-life experiences of IAG Practitioners and IAG Managers, which can be used flexibly to create a dynamic and bespoke learning experience based on the needs of individuals and groups of learners.

Example 1: Systems and Networks

Based on the findings of a learning needs analysis (LNS), it was suggested that the senior IAG team would benefit from developing competences that would result in them being better able to understand the impact of the Covid-19 pandemic on individual IAG services within their local area and learn how relationships could be built and/or strengthened to ensure that IAG services were joined-up at a local level. As a result, the Learning Facilitator proposed a blended learning experience that incorporated the supporting competences of 'Operate within networks and build partnerships'; 'Engage in research and evaluation'; and Engage with stakeholders'. After consultation with the IAG Managers and Practitioners that there would be a 12-hour learning programme designed comprising eight hours of in-person learning workshops and four hours self-directed e-learning. Each learner was supported in identifying and reflecting on their own personal learning goals, and the group also set overarching learning objectives for the programme, to ensure that their learning could be transferred to their day-to-day work environment.

Example 2: Foundation Competences and Client-Interaction Competences

During the Covid-19 pandemic IAG Managers and Practitioners soon realised the need for both a swift response to the need for digital access but also changes in policy and practice to ensure that the IAG were supported, the organisation was 'fit for purpose' and that individual service users were provided a good service. Lockdown proved to provide the time for continuing professional development, and learning was focused on the need to review their ethical practice, communication and facilitation skills, and enable access to information, especially in terms of providing IAG online. The IAG team identified the case studies that could be used to help them rethink their IAG service and co-created a short programme of e-learning via Zoom. The following case studies: 'Recognise and respond to clients' diverse needs'; 'Communication and Facilitation Skills'; and 'Enable access to information'. Although some of the case study stories were not directly relevant, they encouraged each other to think about how these competences could be related to their current situation.

4. Resources

Developed alongside these Guidelines are two PowerPoint presentations which are offered as additional resources.

- Using case studies as part of a blended learning programme
- Learning Workflows

5. Contacts

Julie Parish, Principal Development Manager, Rinova: j.parish@rinova.co.uk

6. Using case studies as part of a blended programme



WP1 Using Case Studies as part of a blended learning programme

Monday 7th February 2022



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

10:00 – 10:05

- Welcome and Overview
- Log on to Moodle

10:05 - 10:20

- Case Study and Self-directed Learning

10:20 - 10:30

- Gathering the case study resource

10:30 – 11:30 Case Study Learning

- Role of Facilitator
- Role of Observer
- Role of Participant

11:30 - 11:45

- Group Feedback, Q&A

11:45 – 12:00

- Designing Workflows & Workflow Resources

12:00 Close

- Generally speaking, we all learn from examples.
- Examples can be used to enable application of learning to a real world or work situation.
- To reinforce learning, effective case studies ask “What would you do in this situation?”
- Open ended problems set out within the case study encourages critical thinking as there may be multiple potential solutions ... in group learning this provides an excellent basis for exchanging experiences and encouraging debate.
- Case study ‘assignments’ can be used individually or within a group learning environment.

Case Study stories are good for:

- Developing problem-solving capabilities
- Decision making in complex situations
- Coping with ambiguities
- Peer-led learning

HOW STORYTELLING AFFECTS THE BRAIN

NEURAL COUPLING

A story activates parts in the brain that allows the listener to turn the story in to their own ideas and experience thanks to a process called neural coupling.

MIRRORING

Listeners will not only experience the similar brain activity to each other, but also to the speaker.



DOPAMINE

The brain releases dopamine into the system when it experiences an emotionally-charged event, making it easier to remember and with greater accuracy.

CORTEX ACTIVITY

When processing facts, two areas of the brain are activated (Broca's and Wernicke's area). A well-told story can engage many additional areas, including the motor cortex, sensory cortex and frontal cortex.

A successful story uses simple and understandable metaphors from the world of life and experience.

The audience does not have to understand every detail of the story. But in order to grasp the core of the story, they must be able to identify themselves with the story and, at best, feel and understand it as a story they have experienced themselves.

A story that moves us continues to have an effect in the unconscious. In this way insights continue to ripen for a long time.

Even if the audience does not understand every detail concretely, they will still grasp the core of the story.

While listening, people often enter into a relaxed state in which they can absorb content even more deeply.

Usually the story continues to have an effect in the unconscious, and insights thus continue to mature for a long time.

Self-directed Learning



- What is self-directed learning?
- How do I ensure that self-directed learning is enabled.

Self-directed Learning

- Is a process where individuals take primary charge of planning and evaluating their learning experiences.
- In self-directed learning, the responsibility shifts from an external source (teacher, trainer) to the individual.

Self-directed Learning

- Is most effectively applied through a four stage process:
 1. Assess readiness to learn
 2. Set learning goals
 3. Engage in the learning process
 4. Evaluate learning

Creating a cooperative learning environment

- Ensure there is clear explanation of why specific learning activities and content have been selected.
- Create a learning environment that is task orientated for easy application to the workplace.
- Learning materials and activities should take account of the divers learning, work and life experiences of the learners.
- Learning materials should encourage learners to discover things for themselves.

Action Learning Activity



Case Study
Learning Breakout
Rooms

1. Role of
Observer
2. Role of
Facilitator
3. Role of
Participant

In-scenario Observer Role

In the role of observer you will:

- Act as a participant in the case study learning
- Observe how the group
 - Is interacting with the learning facilitator.
 - Is interacting with the case study.
- Observe how the learning facilitator is:
 - Helping the group explore and gain an understanding of (i) the case study and the (ii) case study task.
 - Support the group when seeking further information or instruction.
 - Organise sufficient time to capture feedback and experiences of the group.

Participant Role

Your role of participant is to:

- Individually, read the case study make notes of and share your understanding of the case study story, especially the issue or dilemma presented.
- Collaborate with other learners to explore the discussion questions as directed by the learning facilitator.
- Take part in exchanging your experience from similar situations that might help the discussion and share ideas of how the issue or dilemma could be dealt with.
- Use probing questions to explore input and comments shared by others.

Learning Facilitator Role

In the role of Learning Facilitator your role is to:

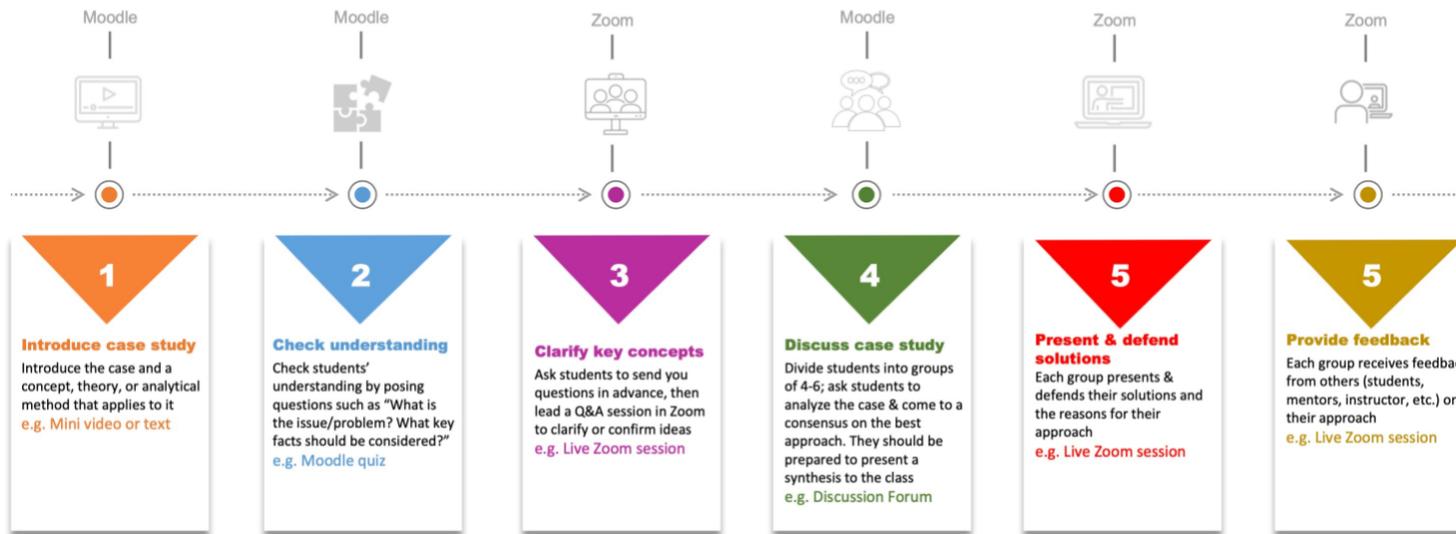
- Read the case study.
- Consider how you will use the case study with a group of adult learners
 - What if any time will be allowed for helping the group further understand the case study?
 - How will you explain and clarify the case study task?
 - How much time will you allow for group discussions?
 - How will you capture the questions raised and conclusions of the case study discussion?
 - How will you engage the group in a reflective exercise at the end of the session.

Organisation

- 1-hour Pilot Workshop
- 15 minutes preparation
 - Learners to read the case study
 - Observers to read the case study and prepare for their observer role
 - Participants to read the case study
- Three Learning Groups formed who will participate in three break out rooms.
 - Discuss the case study for 45 minutes with facilitation
 - Facilitator to capture comments from the group
 - Observer to take notes to present back to the main group

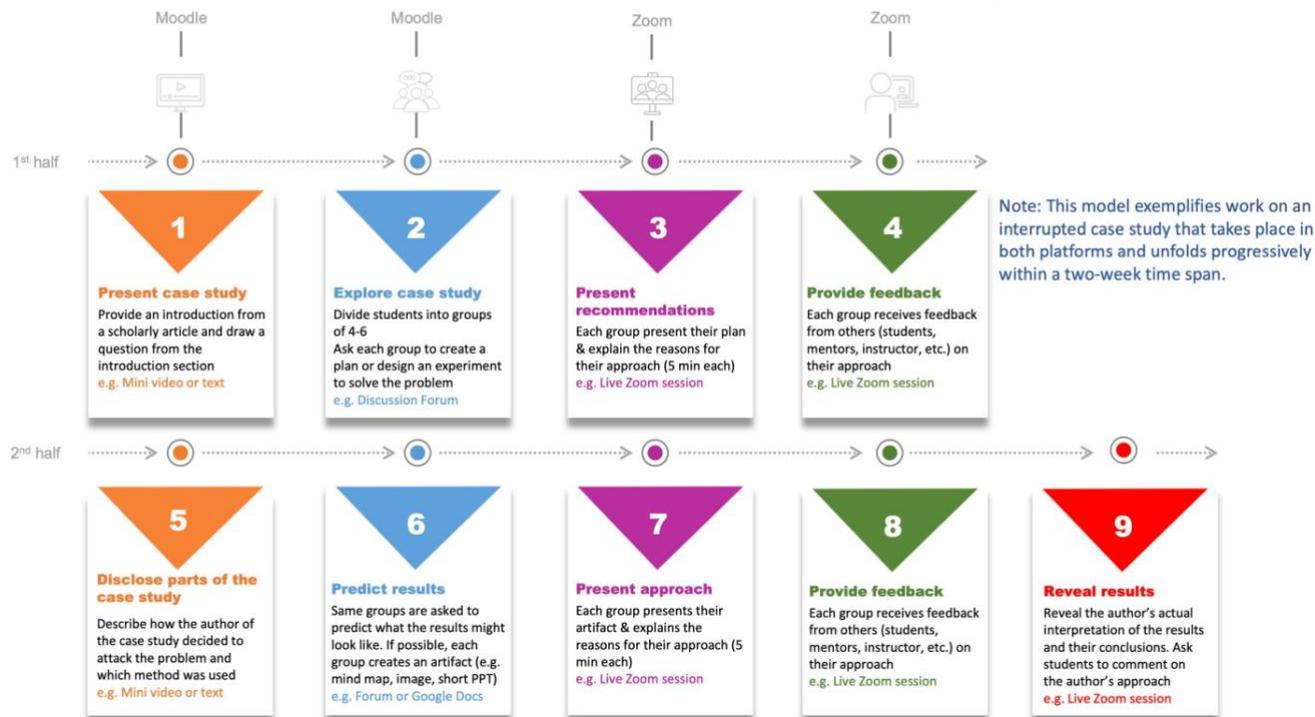
Model Case Study Workflows

Model Introductory Case Study



Model Case Study Workflows

Model Interrupted Case study





WP1 Using Case Studies as part of a blended learning programme

Monday 14th February 2022



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

10:00 – 10:05

- Welcome and Overview
- Log on to 'Guide2.0' Moodle

10:05 - 10:20

- Case Study Workshop: Reflection, Learning

10:20 - 10:30

- Learning Needs Analysis & Localising GeGS

10:30 – 11:15 Developing Workflows

- Learning from implementation (Berlin)
- Breakout Rooms – developing workflow practice

11:15 - 11:45

- Breakout Groups to explore Moodle Repository
- Building the Moodle Repository Resource

11:45 – 12:00

- Q&A

12:00 Close

Workshop One: Reflections

“How do we ensure that we are fully prepared?”

- ...ensure that all learners are registered to use Moodle
- ...consider the resources needed – do you require someone in the delivery team who can assist with technical challenges (before and on the day)
- ...
-
-
-
-
-
-
-
-
- ...we can seek inspiration, ideas and resources from others in the CoP
-
-
-
-

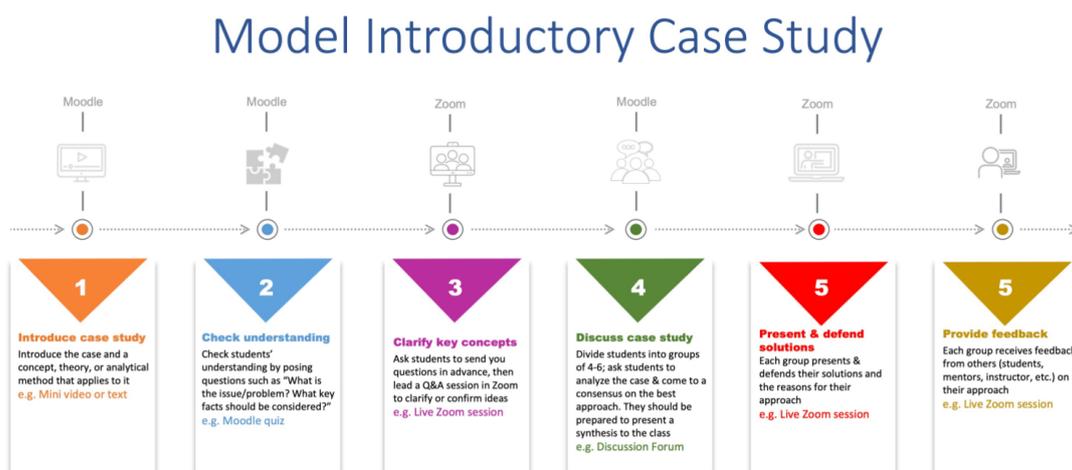
Self-directed Learning

- Is a process where individuals take primary charge of planning and evaluating their learning experiences.
- In self-directed learning, the responsibility shifts from an external source (teacher, trainer) to the individual.

Creating a cooperative learning environment

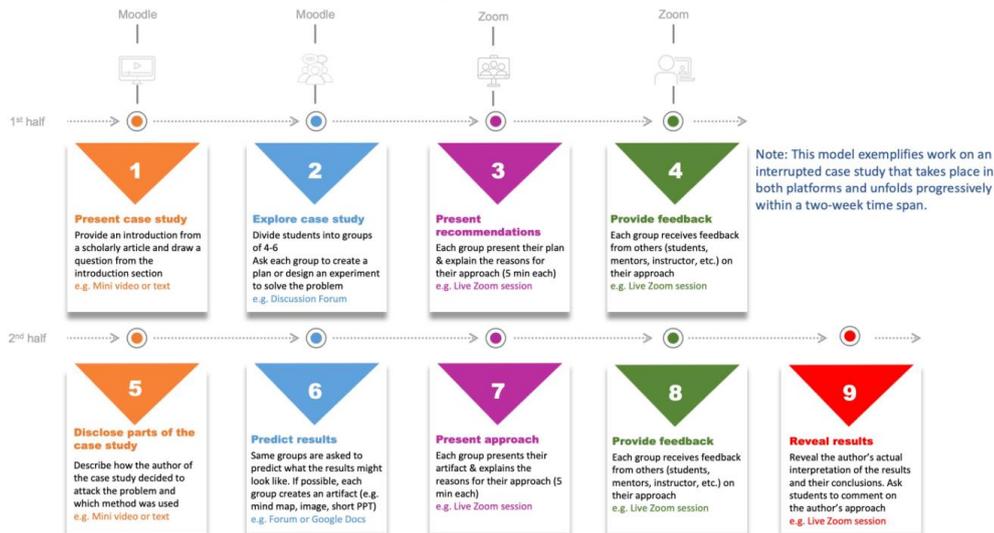
- Ensure there is clear explanation of why specific learning activities and content have been selected.
- Create a learning environment that is task orientated for easy application to the workplace.
- Learning materials and activities should take account of what drives learning, work and life experiences of the learners.
- Learning materials should encourage learners to discover things for themselves.

Model Case Study Workflows



Model Case Study Workflows

Model Interrupted Case study



Moodle Modules

General



Module Duration

Blended Learning 4-6 hours

Entry Level: Foundation

- **Module 0 Information Advice and Guidance (IAG) & Coproduction** is a foundation course created through the Good Guidance Stories 2.0 project. It is a preparation module for more advanced study, applied and experiential learning provided through the Good e-Guidance Stories (GEGS) Modules One, Two and Three.

Who will benefit from this module

- Senior Managers responsible for developing and implementing IAG services and programmes
- Senior IAG Practitioners responsible for informing service improvement
- Senior IAG Practitioners responsible for day-to-day management and supervision of IAG Practitioner teams
- IAG Practitioners

Getting started

Have a go learning workflow

- 3 Breakout Rooms
 - Using the learning workflow examples discuss how the resources can be used for your group of learners.
 - Work together to design a workflow

Moodle Repository

- What's in the repository
- How we can we (as a CoP) contribute to the development of the repository?
 - Upload your Learning Workflows
 - Upload your Teaching Notes
 - Use the CoP to exchange ideas and suggestions on how the case studies can be improved or how the group you're working with reframed the questions, for example.